Jurnal Ekonomi Modernisasi
http://ejournal.unikama.ac.id/index.php/JEKO

Innovation job performance in industrial context: the role of perceived of organizational support for creativity and climate of innovation toward employee learning orientation

Luthfi Nur Rosyidi[1], Mohammad Fakhruddin Mudzakkir[2*], Ilfiah Nur Lailiyah[3], Ludita Woro Indrio[4]
[1,3] Economic and Bussines Faculty, Universitas Airlangga, Surabaya, Indonesia
[2,4] Postgraduate School, Universitas Airlangga, Surabaya, Indonesia

Abstract

This study has a purpose to examine the factors that influence employee innovation performance such as climate of innovation, employee learning orientation, and organizational support for creativity. The object of research is one of the manufacturing companies, State-Owned Enterprises, especially in departments that are required to have high innovation such as marketing, Human Resources, and others. A quantitative approach with PLS 3.0 was used to analyze the data collected through distributing questionnaires on a Likert scale with 229 valid questionnaires collected. The results showed that all variables used had a positive influence. Innovation climate and organizational support for creativity affect learning orientation because a good innovation climate and organizational support for creativity will encourage organizational efforts to optimize learning for employees. While the climate of innovation, organizational support for creativity, and learning orientation affect innovation performance because the climate of organizational innovation and organizational support through training and learning can affect the way employees work and encourage employees to improve innovation performance. Future research is expected to conduct further analysis by comparing between different companies.

Keywords: manufacturing companies, innovation job performance, climate of innovation, employee learning orientation, perceived organizational support for creativity

Abstrak

Penelitian bertujuan menganalisis faktor-faktor yang mempengaruhi kinerja inovasi karyawan seperti iklim inovasi, orientasi pembelajaran, dan dukungan organisasi terhadap kreativitas. Objek penelitian yaitu salah satu perusahaan manufaktur Badan Usaha Milik Negara (BUMN) terutama pada departemen yang dituntut memiliki inovasi yang tinggi. Pendekatan kuantitatif dengan PLS 3.0 digunakan untuk menganalisis data yang dikumpulkan melalui penyebaran kuesioner dengan skala Likert dengan 229 kuesioner valid yang terkumpul. Hasil penelitian menunjukkan bahwa semua variabel yang digunakan memiliki pengaruh positif. Iklim inovasi dan dukungan organisasi terhadap kreativitas berpengaruh terhadap orientasi pembelajaran karena iklim inovasi yang baik dan dukungan organisasi terhadap kreativitas akan mendorong upaya organisasi dalam mengoptimalkan pembelajaran bagi karyawan. Sedangkan iklim inovasi, dukungan organisasi terhadap kreativitas, dan orientasi pembelajaran berpengaruh terhadap kinerja inovasi karena iklim inovasi organisasi dan dukungan organisasi melalui pelatihan dan pembelajaran dapat mempengaruhi cara kerja karyawan dan mendorong karyawan untuk meningkatkan kinerja inovasi. Penelitian selanjutnya diharapkan dapat melakukan analisis lebih lanjut dengan membandingkan antar perusahaan yang berbeda.

Kata kunci: perusahaan manufaktur, innovation job performance, climate of innovation, employee learning orientation, perceived organizational support for creativity

Permalink/DOI : https://doi.org/10.21067/jem.v19i3.9833

How to cite : Rosyidi, L. N., Mudzakkir, M. F., Lailiyah, I. N., & Indrio, L. W. (2024). Innovation job performance in industrial context: the role of perceived of organizational support for creativity and climate of innovation toward employee learning orientation. *Jurnal Ekonomi Modernisasi*, *19*(3). 158-172

Article info : Received: Feb 2024; Revised: March 2024; Accepted: March 2024

*Corresponding Author:
Sekolah Pascasarjana, Universitas Airlangga, Surabaya, Indonesia
Email: fakhruddin.mudzakkir@pasca.unair.ac.id

ISSN 0216-373X (print)
ISSN 2502-4508 (online)

Introduction

Academic and policy debates focus on the role of a country's manufacturing firms in its innovation performance (Delgado & Mills, 2020). This is because manufacturing firms can spend hundreds of billions of dollars on failing products around the world with the main reason being leadership and innovation issues (Sonmez Cakir & Adiguzel, 2019). A company can develop sustainably by improving employee innovation performance (Huang, 2017). Innovation will occur when employees continuously obtain information through learning (Achdiat et al., 2023). In addition, organizations can encourage innovative capabilities by creating a positive organizational climate (Özsungur, 2020). Organizational support through learning and the creation of a positive organizational climate will ultimately improve employee innovation performance (Meliana et al., 2020).

Most of the previous studies analyzing employee innovation performance focused on leadership, but not many studies have focused on innovation climate, learning orientation, and organizational support. In addition, many previous studies analyzed the effect of leadership on employee creativity (Yang & Bentein, 2023). Leadership encourages company management to create an organizational climate and culture to improve employee innovation performance. Along with the speed of technological change, there is an increase in competition, forcing organizations to develop products (Sonmez Cakir & Adiguzel, 2019). This shows the importance of improving employee performance through learning (Anderson et al., 2014). So far, not many studies have analyzed the effect of learning orientation on employee innovation performance as well as the effect of innovation climate and organizational support on learning orientation. Previous studies analyzed the effect of innovation climate (Nusair, 2013; Anderson et al., 2014; Sethibe & Steyn, 2016) and organizational support (Houghton & DiLiello, 2010; Zhou & Hoever, 2014; Koseoglu et al., 2017; Jun & Lee, 2023) to employee innovation performance. Therefore, the mechanism that affects the relationship between climate, learning orientation, and organizational support with employee innovation performance is the main concern in this study.

While the current development of employee innovation performance literature focuses on leadership factors, little literature proposes the influence of learning orientation on employee innovation performance (Lin & Lee, 2017). In recent years, although research on learning orientation and innovation has increased, most studies are limited to competitive innovation strategies (Kalmuk & Acar, 2015). Research related to learning orientation is important because learning orientation has a positive effect on improving employee innovation performance (Anderson et al., 2014). The innovation climate in creating a competitive environment and organizational support for learning through the provision of training have a positive effect on improving employee innovation performance. Therefore, the purpose of this study is to analyze the factors that affect employee innovation performance, namely innovation climate, learning orientation, and organizational support for creativity.

This research was conducted by conducting field observations to analyze the factors that affect employee innovation performance. Research questions are answered with a quantitative approach using PLS 3.0 to analyze the effect of innovation climate, learning orientation, and organizational support on employee innovation performance. The data in this study were obtained by distributing questionnaires to employees in one of the manufacturing companies, Indonesian State-Owned Enterprises (BUMN) in

departments that are required to have high innovation such as marketing, Human Resources (HR), and others. The questionnaires were distributed offline and there were 229 valid questionnaires collected.

This research provides some important contributions for companies, especially manufacturing companies, to improve the innovation climate (Özsungur, 2020), learning orientation (Theresia & Antonio, 2021), and organizational support (Yulianti et al., 2021). which can encourage employee innovation performance. In encouraging innovation, companies need to give employees the freedom to express ideas (Gachanja et al., 2020) by providing learning programs to employees (Joo et al., 2013). In addition, companies also need to support organizations by creating a competitive innovation climate to improve employee innovation performance.

Dynamic capability

Dynamic capability is the organizational capacity to integrate, develop and configure the internal and external capacity of the organization to fit the rapidly changing environmental conditions (Teece et al., 1997). According to Eisenhardt & Martin (2000) dynamic capability is the process of companies using resources, especially in integrating, reconfiguring, obtaining and releasing resources in order to adjust and even create market changes. It is further explained that what is meant by integrating resources is when managers combine their various skills and functional backgrounds to create products and services that generate revenue, while configuring is when managers copy, transfer, and recombine resources, especially knowledge-based ones within the company. This capacity is inseparable from routine activities for knowledge creation where managers develop new thinking within the firm by using new knowledge to create effective performance (Helfat, 1997).

Several previous studies have used dynamic capability to answer the challenges of organizational change, especially in improving performance. Shamsie et al. (2009) stated that the development of dynamic capabilities does not always lead to improved company performance. Mousavi et al. (2018) associated dynamic capability with sensing, seizing, and reconfiguration, all of which have a significant direct effect on performance in this case innovation. This difference at least illustrates that further study is needed in the implementation of the dynamic capability concept in relation to employee innovation performance.

Dynamic capability has a positive impact on organizational performance in various ways, such as creating a competitive innovation climate and providing learning. Learning-oriented organizations can adapt more effectively to a changing environment than their competitors (Wang et al., 2024). Organizational learning such as training and skill development programs contribute to the development of employees' dynamic capabilities. Where employees' dynamic capabilities play an important role in innovative work behavior. In addition, organizational support is considered an effective predictor of improving employee performance in a dynamic environment. If the organization provides support for creativity, it will lead employees to take a proactive attitude in dealing with the uncertainty of a dynamic environment and generate new ideas and do something to adapt and improve performance.

Climate of Innovation and Employee Learning Orientation

Organizations have an incentive to create a conducive environment by promoting organizational climate. Creating an organizational climate requires a strategy that combines elements of management, leadership development, and training/ learning. Organizational climate is a characteristic of an organization that distinguishes it from other organizations and is able to influence the behavior of

members in the organization (Meliana et al., 2020). An organizational climate that encourages innovative behavior is called an innovation climate (Sethibe & Steyn, 2016). Innovation climate is useful for optimizing employee learning orientation both individually and in groups (Joo et al., 2013). Companies need to create a competitive innovation climate so that employees with high levels of creativity have confidence in their knowledge and skills to generate ideas and implement these ideas in the company (Vinarski-Peretz & Kidron, 2023). The submission of ideas from one employee will influence other employees to submit ideas. So that a competitive innovation climate will affect the development of employee ideas with each other.

H_1: Climate of Innovation has a positive influence on Employee Learning Orientation

Climate of Innovation and Innovation Job Performance

Organizational climate describes the climate faced by employees in an organization that is able to influence employees in carrying out their duties. In other words, the climate can affect the attitudes of employees who are in the organization. Organizations can implement various strategies to create an organizational climate that encourages employee innovation (McCormick et al., 2019). A competitive organizational climate can affect the way employees work so that there is an increase in employee performance both individually and in groups (Meliana et al., 2020). When the organizational climate is competitive, the organization can indirectly create employees to be creative and innovative. In addition, organizational climate also influences individual beliefs about their innovation capabilities (Vinarski-Peretz & Kidron, 2023). Therefore, companies need to create a positive organizational innovation climate so that employees have confidence in expressing their innovative abilities. The more positive the innovation climate, the more motivated employees will be to improve their innovative abilities and influence each other between employees (Zhang & Wang, 2021).

H_2: Climate of Innovation has an influence on Innovation Job Performance

Employee Learning Orientation and Innovation Job Performance

Learning orientation refers to the desire to improve individual competencies. Organizations with a high learning orientation will focus on improving employee competencies. Organizations can improve employee competencies by providing training and learning programs to employees (Joo et al., 2013). Training and learning plays an important role in guiding employees on how to generate new ideas, increase creativity, and problem-solving skills. In addition to training and learning, organizations need to develop programs for employee development such as coaching, mentoring, career development and others. The development of these programs will motivate and encourage employees to improve their abilities and performance (El-Kassar et al., 2022). So that learning orientation through training, learning, and development affects employee performance (Anderson et al., 2014).

H_3: Employee Learning Orientation has a positive influence on Innovation Job Performance

Perceived Organizational Support for Creativity and Employee Learning Orientation

Organizational support, especially in creativity, will encourage cooperation and communication, which are important factors in knowledge creation and exchange (Esguerra et al., 2022). Learning allows companies to transfer information and knowledge both internally and externally (Aldabbas & Oberholzer, 2024). Such knowledge transfer equips employees with the ability to understand and use tools, data, and technology effectively.

Knowledge can be enhanced by training and learning (Joo et al., 2013). Companies are responsible for preparing quality human resources by providing training and learning to all employees (Meliana et al., 2020). Company support will increase employee perspectives that the company cares about employee abilities. When employees feel that the company cares and supports the improvement of employee abilities by providing facilities in the form of training and learning, employees will make the best use of the facilities provided by the company.

H_4: Perceived Organizational Support for Creativity has a positive influence on Employee Learning Orientation

Perceived Organizational Support for Creativity and Innovation Job Performance

The support received by employees from the organization in carrying out their duties and responsibilities is important in achieving both individual and group results. Organizational support for creativity in the form of motivation, management processes, and supporting resources will tend to strengthen employees' creative behavior. When the organization specifically supports employees' creative actions (Esguerra et al., 2022) and employees feel that the organization encourages and recognizes employees who have creativity, it is interpreted as organizational support for creativity (Koseoglu et al., 2017). Employees build their assumptions based on information obtained from their work environment. When employees feel that the organization supports their creativity, employees will be motivated to display innovative work behavior (El-Kassar et al., 2022). so that it affects employee performance (Yulianti et al., 2021). The motivation of one employee will influence other employees to do the same so that there is a relationship of mutual influence which in turn can improve overall organizational performance.

H_5: Perceived Organizational Support for Creativity has a positive influence on Innovation Job Performance.

Method

Sampling and data collection

Data collection in this study was carried out by distributing questionnaires to Petrokimia Gresik employees as research objects. The employees chosen are mostly employees in departments that are required to have high innovation such as marketing, Human Resources (HR), and others. They have an important role in encouraging company innovation. The questionnaires to be administered are distributed offline. In this study, questionnaires were distributed with 229 valid questionnaires collected.

Variables and measurements

This study examined employee behavior and organizational climate using the Innovation Job Performance, Employee Learning Orientation, Climate of Innovation and Perceived Organizational Support for creativity scales. A five-point Likert scale was applied in this study, with "1" representing strongly disagree and "5" representing strongly agree.

In this research, Innovation job performance refers to a scale published by Janssen (2004) which adapts from Janssen (2000, 2001), with 7 question items. While Employee learning orientation is based on a scale built by Zahoor (2022) which adopted from Vandewalle (1997), with 4 question items. The other two variables, namely climate of innovation, refer to the scale created by Fischer & Riedl (2020) adopted from Tarafdar, Tu, and Ragunathan (2010), with 5 question items and perceived organizational support for creativity refers to the scale published by Zhou (2001), with 5 question items. Zhou (2001) which adopted from Scott and Bruce (1999), with 4 question items.

Table 1. Demographic characteristics of effective samples

Variables	Categories	Frequency	Percentage
Unit/Division/Work department	SVP Internal Audit	4	1.83%
	SVP Corporate Secretary	13	5.94%
	SVP Business Transformation	9	4.11%
	SVP of Financial Administration	10	4.57%
	SVP Business Planning & Control	8	3.65%
	SVP General	10	4.57%
	SVP Human Resources	40	18.26%
	SVP Engineering	9	4.11%
	SVP Factory I	5	2.28%
	SVP Factory II	3	1.37%
	SVP Factory III	7	3.20%
	SVP Business Partner	49	22.37%
	SVP Maintenance Planning & Control	12	5.48%
	SVP Factory Service	7	3.20%
	SVP Technology	14	6.39%
	SVP Development	8	3.65%
	SVP Warehousing & Port Management	4	1.83%
	Others	7	3.20%
Employment status	Contract employee	61	27.85%
	Outsourced employees	12	5.48%
	Permanent employees	142	64.84%
	PKWT	2	0.91%
	Secondment	2	0.91%
Sex	Male	130	59.36%
	Female	89	40.64%
Age	18 - 25 Years	27	12.33%
	26 - 35 Years	160	73.06%
	36 - 45 Years	30	13.70%
	Above 46 Years	2	0.91%
Last education	Senior High School	39	17.81%
	Diploma	41	18.72%
	Bachelor	113	51.60%
	Magister	26	11.87%
Duration of work	Less than 3 Years	41	18.72%
	4 - 6 Years	75	34.25%
	7 - 9 Years	51	23.29%
	More than 10 Years	52	23.74%

Source : own elaboration (2024)

Partial Least Square (PLS) was adopted to analyze the research model conducted. PLS is a new method for analyzing multivariate data. PLS is more reliable and the calculation results are stable compared with other methods, so it

is suitable for data analysis in small-scale samples. At the same time, PLS can also realize predictive modeling, comprehensive simplification of multivariables and correlation analysis between two groups of variables. In other words, PLS can effectively solve the problem of multicollinearity.

Results

The main purpose of this study is to build a regression model between multiple dependent and independent variables. When PLS is used to build the model, the external relationship of the types of structural equations, namely, constitutive model support and reflective model support, is flexibly arranged according to the actual situation. In this study, we adopted smart PLS3.0 to analyze the model.

Reability and validity tests

PLS 3.0 was adopted to conduct reliability and validity tests on Innovation Job Performance variables, Employee Learning Orientation, with 2 moderating variables namely Climate of Innovation and Perceived Organizational Support for creativity. The results are shown in table 2.

Composite reliability (CR) of potential variables is more than 0.80 with Cronbach's coefficient of all variables higher than the minimum value of 0.6. The results indicate that the scale has good reliability. The factor loading analysis method was also adopted to test the structural validity of each scale. Item factor loadings compared to all variables were greater than the threshold value (0.5), indicating the structural validity of the scales. (Gupta & Falk, 2017).

Table 2. Reliability Analysis

Construct	Items	Factor loading	Cronbach	CR	AVE
Innovation job performance	Innov1	0.726	0.840	0.880	0.512
	Innov2	0.771			
	Innov3	0.728			
	Innov5	0.713			
	Innov6	0.705			
	Innov7	0.714			
	Innov9	0.645			
Employee Learning Orientation	Learn1	0.792	0.770	0.852	0.592
	Learn2	0.808			
	Learn3	0.798			
	Learn4	0.672			
Climate of innovation	Climate1	0.734	0.774	0.847	0.525
	Climate2	0.784			
	Climate3	0.689			
	Climate4	0.698			
	Climate5	0.716			
Perceived Organizational Support for Creativity	Perceived1	0.809	0.728	0.829	0.550
	Perceived2	0.773			
	Perceived3	0.695			
	Perceived4	0.680			

Source : own elaboration in SmartPLS (2024)

Table 3. Validity Analysis

	Innov	Learn	Climate	Perceived
Innovation job performance	0.725			
Employee Learning Orientation	0.618	0.770		
Climate of innovation	0.502	0.614	0.715	
Perceived Organizational Support for Creativity	0.681	0.548	0.412	0.741

Source : own elaboration in SmartPLS (2024)

The average variance extracted (AVE) on each variable is greater than 0.5, indicating good convergent validity. (Fornell & Larcker, 1981). Table 3 shows that the square root of AVE (SRAVEs) of all variables is greater than the correlation coefficient between one variable and another. The validity of distinction between variables is also acceptable. Therefore, all scales used in this study have good validity.

Path coefficient and hypothesis test

Path coefficienct refers to the strength of the relationship between independent and dependent variables.
The results of the path coefficient analysis of the model are shown in Figure 2 and Table 4. Among the 5 hypotheses, 2 of them have a significance level of less than 0.01 ($p<0.01$).

R2 refers to the variability of the variance of the dependent variable explained by the independent variable. Bootstrapping repeated sampling method is adopted to select 500 samples and calculate the t value of significance test. The interpretation degree of innovation job performance and employee learning orientation are 0.401 and 0.411 respectively, which shows that the model has a good interpretation effect.

Based on the loading factor value, there are indicators that have a value of less than 0.6 or invalid so that the indicator must be removed. These indicators are innov 4 and innov 8.

The bootstraping method is used to test the significance of the path coefficient of the structural model. The bootstraping method was first proposed by Bradley Efron in 1979 and proved to be very powerful for improving statistical estimates, especially data that are not normally distributed (Chaitip, 2014).

Table 4. Hypothesis Test Result

Hypothesis	Path	Means	SD	t value	P
H1	Climate of innovation -> Employee Learning Orientation	0.456	0.087	5.262	0.000
H2	Climate of innovation -> Innovation Job Performance	0.199	0.084	2.259	0.024
H3	Employee Learning Orientation -> Innovation Job Performance	0.478	0.074	6.587	0.000
H4	Perceived Organizational Support for Creativity -> Employee Learning Orientation	0.239	0.101	2.346	0.019
H5	Perceived Organizational Support for Creativity -> Innovation Job Performance	0.017	0.090	0.170	0.865

Note(s):Significancelevels: *p<0.05; **p<0.01; ***p<0.001

Source : own elaboration in SmartPLS (2024)

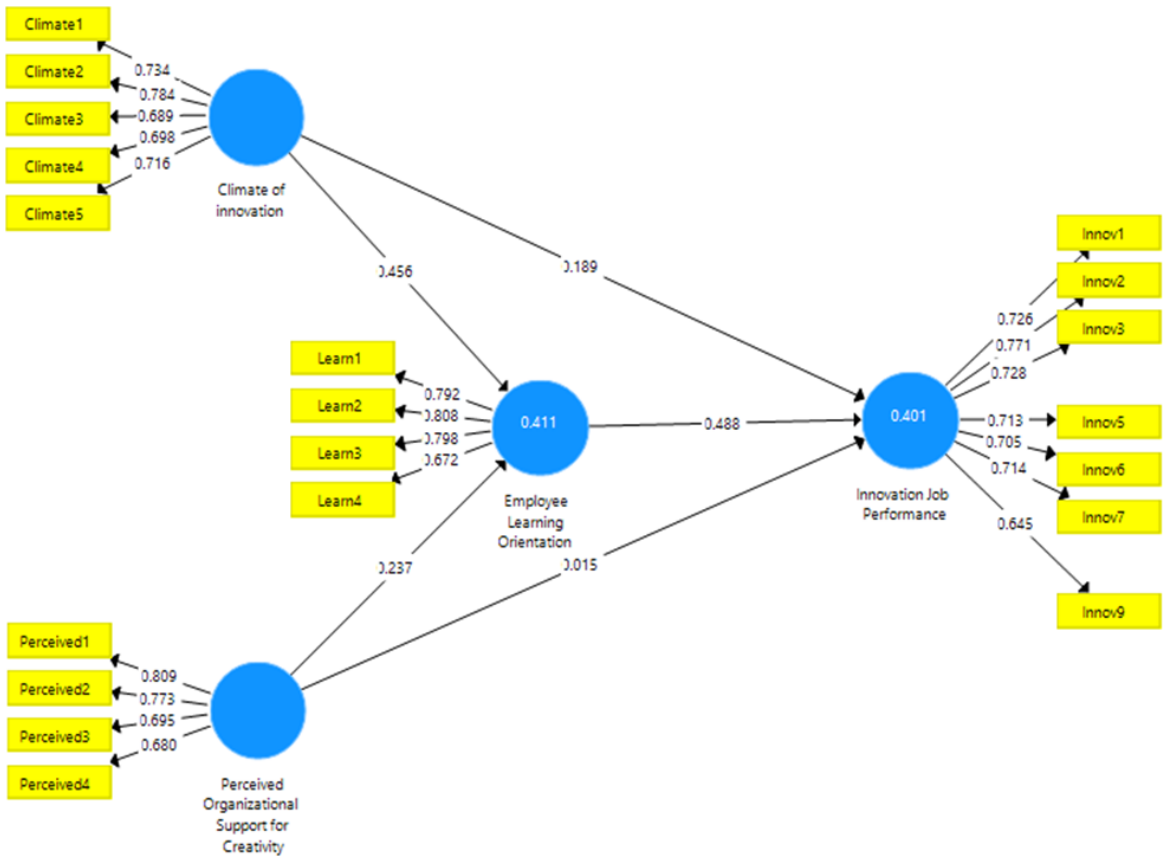

Figure 1. Model path and significance level

The results in Table 4 show that H1 is confirmed ($p < 0.01$) in this case the climate of innovation has a significant positive effect on employee learning orientation ($\beta = 0.456$, $t = 5.262$). While H2 is confirmed ($p < 0.05$) showing that the climate of innovation has a significant positive effect on innovation job performance ($\beta = 0.199$, $t = 2.259$). H3 is also confirmed ($p < 0.01$) so that employee learning orientation significantly has a positive effect on innovation job performance ($\beta = 0.478$, $t = 6.587$). The same thing is also shown by H4 ($p < 0.05$) where the effect of perceived organizational support for creativity has a significant positive effect on employee learning orientation ($\beta = 0.239$, $t = 2.346$). In contrast to H5 which shows that perceived organizational support for creativity has a positive effect on innovation job performance but is not significant ($\beta = 0.017$, $t = 0.170$).

Among all the influencing factors, it appears that employee learning orientation has the greatest influence on innovation job performance, followed by climate of innovation and finally perceived organizational support for creativity has the least impact as depicted in Figure 1.

Discussion

Climate of Innovation and Employee Learning Orientation

Innovation climate affects learning orientation because a good innovation climate will encourage organizational efforts to optimize learning for employees (Joo et al., 2013). Charbonnier-Voirin et al. (2010) in Sethibe & Steyn (2016) explained that the innovation climate refers to a

commitment that encourages the delivery of ideas and learning. In the learning process, employees determine their own opinions in explaining a matter based on relevant information and mutual influence between team members in the organization which will form a competitive climate. A competitive innovation climate will initially motivate one employee to submit an idea which then also motivates other employees to submit ideas. In the knowledge flow, innovative employees not only realize knowledge transfer with fellow employees but will also gain knowledge through learning provided by the company (Zhang & Wang, 2021). When the flow of knowledge is blocked, it can have a negative impact on knowledge transfer. Therefore, companies are expected to be able to maintain an atmosphere or climate of innovation so that knowledge transfer through learning can run well.

Climate of Innovation and Innovation Job Performance

The innovation climate affects organizational performance because a competitive innovation climate can affect the way employees work so that there is an increase in performance in the organization. (Meliana et al., 2020). Research results Nusair (2013) showed that the climate of innovation has a positive effect on employee performance. The innovation climate can provide a forum for employees to transfer knowledge between employees which in turn will affect the improvement of employee innovation performance (Zhang & Wang, 2021). Knowledge transfer between employees can run smoothly if a company has a competitive innovation climate. There are several ways that companies can motivate employees to improve their innovation performance, one of which is a competitive innovation climate by conducting a reward system to encourage creativity and innovative behavior (El-Kassar et al., 2022). The existence of a reward system will create competition among employees to improve their innovation performance which in turn results in better organizational performance.

Employee Learning Orientation and Innovation Job Performance

Learning orientation has a positive effect on employee performance because learning orientation to improve employee competence by developing new skills through training and learning will motivate and encourage employees to learn new things which in turn can improve performance (El-Kassar et al., 2022). Research results Anderson et al. (2014) showed that there is a positive relationship between learning orientation and creativity which ultimately improves employee performance. The higher the degree of organizational learning, the employees tend to have a higher level of innovation performance. Therefore, learning orientation in an organization needs to be improved through developing its competence by acquiring new skills, mastering new situations, and learning from experience (Chen et al., 2015). Learning orientation allows employees to feel free to create creative ideas and transfer knowledge between employees. Learning orientation also allows employees to receive assessment and feedback from fellow employees and leaders as a form of evaluation.

Perceived Organizational Support for Creativity and Employee Learning Orientation

Human resources play a major role for companies in achieving success (Sonmez Cakir & Adiguzel, 2019). In order to achieve this goal and the company has a competitive advantage, the company needs to provide full support for employee creativity. This is because creativity is the main element for employees to develop ideas. In addition, high creativity is important to increase the organization's capacity to integrate knowledge. Organizational support for creativity can

be done through learning orientation. Organizational support for creativity has a positive effect on learning orientation because organizational support, especially in creativity, will encourage cooperation and communication, which are important factors in the creation and exchange of knowledge and the development of ideas (Esguerra et al., 2022). Organizational support for creativity will lead employees to focus on learning to generate new ideas. In addition, organizational support will also increase employee motivation to improve capabilities through learning.

Perceived Organizational Support for Creativity and Innovation Job Performance

In general, creativity refers to the creation of useful new ideas. In organizations, creativity is a major factor for employees to develop ideas to help the development of the organization. Although creativity is considered an innate trait, there are external factors that can increase creativity, one of which is organizational support (Sonmez Cakir & Adiguzel, 2019). Organizational support for creativity includes the extent to which the organization encourages, respects, values, and recognizes employees who demonstrate creativity (Da'as, 2023). Organizational support for creativity has an effect on employee performance because if employees feel the organization supports creativity (El-Kassar et al., 2022). then it will improve employee innovation performance (Esguerra et al., 2022). The results of research conducted by Koseoglu et al. (2017), Yulianti et al. (2021) and Jun & Lee (2023) showed that organizational support for creativity plays an important role in influencing innovation which ultimately improves employee performance.

In addition to this study, using calculation of the upsilon (v) mediation effect, as proposed by Ogbeibu et al. (2020), indicates that the climate of innovation $(0.456)^2$ exerts a low level of mediation on employee learning orientation $(0.189)^2$, which in turn affects innovation job performance (0.007). Conversely, the Perceived Organizational Support for Creativity (0.237)2 -> Employee Learning Orientation (0.015)2 -> Innovation Job Performance = 0.000 relationship indicates that there is no mediation. This suggests that, although organisational support may be effective in improving innovation job performance, this cannot be achieved by increasing employee learning orientation.

Conclusion

Innovation job performance plays an important role in increasing organizational growth. There are several factors that affect innovation job performance. This study analyzes the factors that influence innovation job performance in one of the manufacturing companies, Indonesian State-Owned Enterprises (BUMN) with a quantitative approach using PLS 3.0. The results showed that all variables used had a positive influence. So it can be concluded that climate of innovation and perceived organizational support for creativity affect employee learning orientation because a good climate of innovation and organizational support for creativity will encourage organizational efforts in optimizing learning for employees. Meanwhile, climate of innovation, perceived organizational support for creativity, and employee learning orientation affect innovation job performance because the climate of organizational innovation and organizational support through training and learning can influence the way employees work and encourage employees to improve innovation and performance.

Theoretical Implication

This study provides theoretical insights to enhance future research related to innovation job performance. Most previousstudies analyzed employee innovation performance focusing on leadership. Whereas this study analyzes the

importance of innovation climate, learning orientation, and corporate support on innovation job performance. This can increase understanding of the importance of these factors in improving innovation job performance.

This study also have contribution in dynamic capability theory in manufacturing sector, where innovation job performance determined by employee learning orientation, clime of innovation, and perceived organizational support for creativity.

Practical Implication

Several practical implications can be drawn from this research. First, this study analyzes the factors that affect innovation job performance, so this research helps companies, especially in departments that are required to have high innovation, to create a climate of innovation through improving the management system and increasing company support for creativity to improve innovation job performance.

Second, this study shows the positive effect of learning orientation on innovation job performance so that this research can provide a reference for organizations to improve learning and training. Learning and training are useful for improving employee performance which in turn can increase innovation. Therefore, organizations are expected to improve learning and training for employees.

Finally, innovation climate and organizational support can increase learning orientation so that organizations need to improve the management system to improve employee capabilities. Organizations should prioritize building a supportive corporate atmosphere so that employees are motivated to improve their abilities. Organizations can consider the situation and conditions of the organization and the allocation of human resources in the team to build a climate of innovation.

Limitations And Future Research

This study has several limitations, but these limitations can be taken into consideration for future research. First, this study uses a sample of one manufacturing company in Indonesia so that the results may not be generalizable to other companies. Therefore, future research can conduct further analysis by comparing between different companies.

Second, this study uses a cross-sectional research design to analyze the factors that influence innovation job performance so that the results of the study do not provide knowledge related to the influence of the time period on innovation job performance. Future research is expected to use a panel research design so that the research results are more reliable and sustainable.

Finally, this study only considers climate of innovation, employee learning orientation, and perceived organizational support for creativity to analyze innovation job performance. Future research can consider additional factors that affect innovation job performance.

References

Achdiat, I., Mulyani, S., Azis, Y., & Sukmadilaga, C. (2023). Roles of organizational learning culture in promoting innovation. *The Learning Organization*, 30(1), 76–92. https://doi.org/10.1108/TLO-01-2021-0013

Aldabbas, H., & Oberholzer, N. (2024). The influence of transformational and learning through R&D capabilities on the competitive advantage of firms. *Arab Gulf Journal of Scientific Research*, 42 (1), 85–102. https://doi.org/10.1108/AGJSR-08-2022-0141

Anderson, N., Potočnik, K., & Zhou, J. (2014). Innovation and Creativity in Organizations. *Journal of Management*. 2 (5).https://doi.org/10.1177/0149206314527128

Chaitip, P. (2014). The Production of Thailand's Sugarcane: Using Panel Data Envelopment Analysis (Panel

DEA) Based Decision on Bootstrapping Method. *Procedia Economics and Finance*, 14(1). https://doi.org/10.1016/S2212-5671(14)00693-5

Chen, A., Peng, N., & Hung, K. (2015). Strategic management of salespeople when promoting new products: Moderating effects of sales-related organizational psychological climate. *European Journal of Marketing*, 49(9/10), 1616–1644. https://doi.org/10.1108/EJM-03-2014-0181

Da'as, R. (2023). The Missing Link: Principals' Ambidexterity and Teacher Creativity. *Leadership and Policy in Schools*, 22(1), 119–140. https://doi.org/10.1080/15700763.2021.1917621

Delgado, M., & Mills, K. G. (2020). The supply chain economy: A new industry categorization for understanding innovation in services. *Research Policy*, 49 (8), 104039. https://doi.org/10.1016/j.respol.2020.104039

El-Kassar, A.-N., Dagher, G. K., Lythreatis, S., & Azakir, M. (2022). Antecedents and consequences of knowledge hiding: The roles of HR practices, organizational support for creativity, creativity, innovative work behavior, and task performance. *Journal of Business Research*, 140, 1–10. https://doi.org/10.1016/j.jbusres.2021.11.079

Esguerra, G. A., Jáuregui, K., & Espinosa, J. C. (2022). Ethical Leadership And Organizational Support For Creativity At Work. *Creativity Studies*, 15(2), 526–541. https://doi.org/10.3846/cs.2022.14089

Fischer, T., & Riedl, R. (2020). On the stress potential of an organisational climate of innovation: A survey study in Germany. *Behaviour & Information Technology*, 41(4), 805–826. https://doi.org/10.1080/0144929X.2020.1836258

Fornell, C., & Larcker, D. F. (1981). Evaluating Structural Equation Models with Unobservable Variables and Measurement Error. *Journal of marketing research*,18(1). http://www.jstor.com/stable/3151312

Gachanja, I. M., Nga'nga', S. I., & Kiganane, L. M. (2020). Influence of organization learning on innovation output in manufacturing firms in Kenya. *International Journal of Innovation Studies*, 4(1), 16–26. https://doi.org/10.1016/j.ijis.2020.02.001

Gupta, R., & Falk, T. H. (2017). Latent factor analysis for synthesized speech quality-of-experience assessment. *Quality and User Experience*, 2(1), 2. https://doi.org/10.1007/s41233-017-0005-6

Houghton, J. D., & DiLiello, T. C. (2010). Leadership development: The key to unlocking individual creativity in organizations. *Leadership & Organization Development Journal*, 31(3), 230–245. https://doi.org/10.1108/01437731011039343

Huang, S.-P. (2017). Effects of Innovative Education on Innovation Capability and Organizational Performance in High-Tech Industry. EURASIA *Journal of Mathematics, Science and Technology Education*, 14(3). https://doi.org/10.12973/ejmste/80127

Janssen, O. (2004). Employees' Goal Orientations, The Quality Of Leader-Member Exchange, And The Outcomes Of Job Performance And Job Satisfaction. *Academy of Management Journal*. 47(3), 368–384.

Joo, B.-K. (Brian), McLean, G. N., & Yang, B. (2013). Creativity and Human Resource Development: An Integrative Literature Review and a Conceptual Framework for Future Research. *Human Resource Development Review*, 12(4), 390–421. https://doi.org/10.1177/1534484313481462

Jun, K., & Lee, J. (2023). Transformational Leadership and Followers' Innovative Behavior: Roles of Commitment to Change and Organizational Support for Creativity. *Behavioral Sciences*, 13(4), 320. https://doi.org/10.3390/bs13040320

Kalmuk, G., & Acar, A. Z. (2015). The Mediating Role of Organizational Learning Capability on the Relationship Between Innovation and Firm's Performance: A Conceptual Framework. *Procedia - Social and Behavioral Sciences*, 210, 164–169. https://doi.org/10.1016/j.sbspro.2015.11.355

Koseoglu, G., Liu, Y., & Shalley, C. E. (2017). Working with creative leaders: Exploring the relationship between supervisors' and subordinates' creativity. *The Leadership Quarterly*, 28(6), 798–811. https://doi.org/10.1016/j.leaqua.2017.03.002

Lin, H.-C., & Lee, Y.-D. (2017). A Study of The Influence of Organizational Learning on Employees' Innovative Behavior and Work Engagement by A Cross-Level Examination. *EURASIA Journal of Mathematics, Science and Technology Education*, 13(7). https://doi.org/10.12973/eurasia.2017.00738a

McCormick, B. W., Guay, R. P., Colbert, A. E., & Stewart, G. L. (2019). Proactive personality and proactive behaviour: Perspectives on person–situation interactions. *Journal of Occupational and Organizational Psychology*, 92(1), 30–51. https://doi.org/10.1111/joop.12234

Meliana, I., Suryadi, S., & Rosidi, U. (2020). Effect of Leader Member Exchange Leadership Style and Organizational Climate on Innovative Work Behavior of Banten Provincial Education Office Employees. Proceedings of the 3rd International Conference on Research of Educational Administration and Management (ICREAM 2019). *Proceedings of the 3rd International Conference on Research of Educational Administration and Management (ICREAM 2019), Bandung, Indonesia*. https://doi.org/10.2991/assehr.k.200130.202

Nusair, T. T. (2013). The Role of Climate for Innovation in Job Performance: Empirical Evidence from Commercial Banks in Jordan. *International Journal of Business and Social Science*, 4(3).

Ogbeibu et al (2020), Leveraging STARA competencies and green creativity to boost green organisational innovative evidence: A praxis for sustainable development, Business Strategy and The Environment published by ERP Environment and John Wiley & Sons Ltd.

Özsungur, F. (2020). The mediating role of boreout in the effects of mobbing on service innovation performance. *Asia Pacific Journal of Innovation and Entrepreneurship*, 14(2), 203–213. https://doi.org/10.1108/APJIE-12-2019-0085

Sethibe, T., & Steyn, R. (2016). Organizational Climate, Innovation and Performance: A Systematic Review. *Journal of Entrepreneurship and Innovation in Emerging Economies*, 2(2), 161–174.

Sonmez Cakir, F., & Adiguzel, Z. (2019). Evaluation of open leadership and innovation orientation on employees and culture of the organization. *Business: Theory and Practice*, 20(0), 432–445. https://doi.org/10.3846/btp.2019.40

Vinarski-Peretz, H., & Kidron, A. (2023). Antecedents of public managers' collective implementation efficacy as they actualize new public services. *Public Money & Management*, 1–10. https://doi.org/10.1080/09540962.2023.2203869

Wang, G., Niu, Y., Mansor, Z. D., Leong, Y. C., & Yan, Z. (2024). Unlocking digital potential: Exploring the drivers of employee dynamic capability on employee digital performance in Chinese SMEs-moderation effect of competitive climate. *Heliyon*, 10(4), e25583. https://doi.org/10.1016/j.heliyon.2024.e25583

Yang, J., & Bentein, K. (2023). Entrepreneurial leadership and employee creativity: A multilevel mediation model of entrepreneurial self -efficacy. *Management Decision*, 61(9), 2645–2669. https://doi.org/10.1108/MD-04-2022-0449

Yulianti, P., Sridadi, R., & Lestari, Y. D. (2021). Fostering Creative Performance in Public Universities. The Journal of Behavioral Science, 7(1).

Zahoor, N. (2022). Technological innovation and employee psychological well-being: The moderating role of employee learning orientation and perceived organizational support. Technological Forecasting. 179(1). https://doi.org/10.1016/j.techfore.2022.121610

Zhang, S., & Wang, X. (2021). Effect of knowledge hiding on knowledge innovative behavior of innovative team members. Scientometrics, 126 (8), 6423–6442. https://doi.org/10.1007/s11192-021-04047-1

Zhou, J. (2001). When Job Dissatisfaction Leads To Creativity: Encouraging The Expression Oe Voice. Academy of Management Journal. 44(4).

Zhou, J., & Hoever, I. J. (2014). Research on Workplace Creativity: A Review and Redirection. Annual Review of Organizational Psychology and Organizational Behavior, 1(1), 333–359. https://doi.org/10.1146/annurev-orgpsych-031413-091226